Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Galena Park Independent School District	101-910	Galena Park High School/101-910-002; North Shore Senior High School/101-910-003	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746 000 895	4	TX-029	096614839

Mailing address	City	State	ZIP Code
14705 Woodforest Blvd.	Houston	TX	77015

Primary Contact

First name	M.I.	Last name	Title
Michelle		Young	Program Dir., Instructional Tech
Telephone #		Email address	FAX #
832-386-1439		myoung@galenaparkisd.com	832-386-1434

Secondary Contact

First name	M.I.	Last name	Title
Darlene		Lovinggood	Senior Director of Technology
Telephone #		Email address	FAX #
832-386-1037		dlovinggood@galenaparkisd.com	832-386-1434

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Angi	M.	Williams	Superintendent
Telephone #		Email address	FAX #
832-386-1000		awilliams@galenaparkisd.com	832-386-1298

Signature (blue ink preferred)   Date signed

[signature]   5-8-2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Galena Park Independent School District (GPISD), located in the northeast corner of the Houston Metro Region, serves over 22,500 students at 22 schools. GPISD serves what is considered to be one of the most densely populated, older sections of the city, spanning only five square miles. Poverty levels are high among GPISD students, and 79% of our student body qualifies for free or reduced lunch. Demographically, our student body consists of 16.6% African American, 76.4% Hispanic, 5.1% White, .8% Asian, .1% Pacific Islander, .3 % American Indian, and .7% of two or more races. 30.3% of our student body is considered Limited English Proficient (LEP). Our proposal would be for a one-to-one mobile device lending program for the ninth grade Gifted and Talented (G/T) program, called Encounters. The grant will be comprised of approximately 60 students each year from each of our two high schools, so 120 students each year will participate in the Lending Grant Program with a total of 240 students participating in the two year period. This population is the identified G/T students which consist of approximately the top 3-5% of our population and mirrors GPISD complete demographic student population with 13% African American, 75% Hispanic, 9% White, and 3% Asian.

The current ninth grade Encounters is an interdisciplinary course for the top 3-5% of students, based on standardized scores, designed to focus on teaching students research skills with a more complex, challenging curriculum. The research is used as a springboard for the various activities throughout the year leading up to the final project which is a portfolio containing the students' body of work. This class assists our students with improving student's writing skills and prepares them for life after high school which is one of our district goals. A specific goal of the Advanced Studies Department is that all Advanced Placement and Pre-Advanced Placement classes such as Encounters incorporate the components of a flipped classroom, in which the students independently prepare for each class period discussion and activities by completing prerequisite online coursework. Therefore the use of internet at home for this component of the program is becoming increasingly important for student success. This year's Encounters theme for the student research is Epidemics. Currently, each student in the program is expected to complete activities such as documentaries, interviews, presentations, public service announcements, and a research paper that they present at the district G/T project fair, Challenge of the Mind.

According to best practices, G/T programs can be improved with technology integration by allowing more challenging activities and access to internet research, by enhancing the students' creativity and unique projects, by allowing the students to transform the required portfolio to an online product, and by increasing student eminence by preparing them for life and work in a digital world. These enhancements to our current program will facilitate meeting Texas HB5 as related to G/T and technology integration.

The proposed Technology Lending Program will provide the needed changes to the ninth grade Encounters program. The funds of this grant will be used primarily to purchase a Chromebook and accessories for each of the 120 students per year to keep with them for their ninth grade year in class and at home. The grant will also provide for home internet access for those students without it. This grant will leverage our robust wireless infrastructure that has recently been updated with district funds to accommodate multiple mobile device integration programs such as our newly-developed Bring Your Own Device (BYOD) model for secondary classrooms. We also plan to leverage our current technology staff such as our campus Technology Instructional Specialist (TIS) and campus technician as embedded technology integration assistance for the teachers, as well as the assistance of our district Instructional Technology Department with previous lending grant expertise from a mobile device program implemented at our elementary schools.

The Technology Lending Grant will be implemented district-wide with our ninth grade Encounters students and therefore will not place a priority on students at one particular campus in our district. This population of students has been selected for this grant participation because we see the need for 24/7 access to the internet for the abundant amount of research and time spent on the projects in this curriculum and the requirement of these teachers to use flipped classroom methodology in their delivery of content. We will facilitate access to the lending equipment by again leveraging our current technology staff already in place at both of these campuses. The campus TIS will be responsible for logistics of the grant implementation by managing device checkout, inventory, and assisting teachers with teaching the technology skills needed for the students to be successful as part of their current job assignments. The district TIS will be responsible for the online management software and teacher professional development support along with the district G/T staff. When the devices are distributed, the district staff will use current procedures which include inventory control tags, continuously updated online inventory database, and a web-based mobile device management system for

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Chromebooks. We will provide the students without home internet access with a wireless hotspot device that provides district network filtered wireless access at all times. We currently have Google education accounts for all students and teachers to be able to store their work, share projects, and collaborate with peers and teachers. The portfolios will be created in Google Sites, a website design tool, where the year's collection of projects from the students' topics will be displayed and shared at the G/T project exhibition.

The Technology Lending Program aligns with current curriculum, instruction, and classroom management policies for the Encounters program by enabling, enhancing, and transforming the program to meet the needs of the students and to help accomplish goals. The students are expected to complete a year of research, mainly online, about a current event topic and present their findings through digital projects, but as the program stands now some students have a difficult time fulfilling the requirements of the program. The loaned equipment would bridge the gap between the students who have internet and digital devices at home and the ones that do not. Because all students will have a uniform mobile device, the teachers could more affectively assist students with their projects.

The Encounters program utilizes electronic instructional materials by using current media websites for the students to research their particular epidemic topic. The online materials allow for differentiation and student choice of topic that otherwise would not be possible. The projects will be created on the Chromebooks using Google apps such as Wevideo, a video editor, be stored on the students' Google Drive accounts, and be presented as a Google Sites website.

The teacher staff development portion of the lending program plan will be the responsibility of the district instructional technology staff and consists of a previous summer Google training, a beginning Chromebook training, and a Moodle training (online community). Additional staff development events will include sharing of digital content with other teachers on discussion boards and monthly participant meetings. The district will also send the teachers to the Annual Texas Google Summit at the end of the initial year of implementation.

To ensure program success, the students will be required to complete Internet Safety and Digital Citizenship activities and score a 90% or above to gain access to their Chromebooks. Parents and students will then attend an informational meeting where both will sign the GPISD Lending Agreement and GPISD Acceptable Use Policy before being issued a Chromebook and wireless hotspot for home use, if needed. This will allow students access to relevant technologies, tools, resources, and services for personalized differentiated learning 24 hours a day, 7 days a week.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 101-910				Amendment # (for amendments only): n/a		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$37,718.00	$0	$37,718.00	
Schedule #9	Supplies and Materials (6300)	6300	$60,831.00	$0	$60,831.00	
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	
Total direct costs:			$98,549	$0	$98,549	
Percentage% indirect costs (see note):			N/A	$0	$0	
Grand total of budgeted costs (add all entries in each column):			**$98,549.00**	**$0**	**$98,549.00**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$98,549.00
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14,782.35

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 101-910		Amendment # (for amendments only): n/a	

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land	$0	
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$0	
	Specify purpose:		
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$0	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	
1	Hotspot Custom APN setup - to provide at home filtered Internet	☐	$2,500.00	
2		☐		
3		☐	$	
4		☐	$	
5		☐	$	
6		☐	$	
7		☐	$	
8		☐	$	
9		☐	$	
10		☐	$	
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$2,500.00	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: Hotspot	☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Provide Internet access from home		

	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted	
1	Contractor's payroll costs	# of positions:	$ 0
	Contractor's subgrants, subcontracts, subcontracted services		$35,218.00
	Contractor's supplies and materials		$ 0
	Contractor's other operating costs		$ 0
	Contractor's capital outlay (allowable for subgrants only)		$ 0
		Total budget:	$35,218.00

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	Schedule #8—Professional and Contracted Services (6200)			
	County-District Number or Vendor ID: 101-910		Amendment number (for amendments only): n/a	
	Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
2	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
3	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
4	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
5	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

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	Schedule #8—Professional and Contracted Services (6200)			
	County-District Number or Vendor ID: 101-910		Amendment number (for amendments only): n/a	
	Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

Section 6

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
6	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

Section 7

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
7	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

Section 8

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
8	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Description	Grant Amount Budgeted	
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$ 0	
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$2,500.00	
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$35,218.00	
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$ 0	
	(Sum of lines a, b, c, and d) Grand total	$37,718.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 101-910				Amendment number (for amendments only): n/a		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				**Grant Amount Budgeted**	
	☐ Print shop fees		☐	Technology-related supplies	$	
	☐ Postage		☒	Other:		
	☐ Copy paper		☐	Other:		
	Technology Hardware—Not Capitalized					

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6399	1	Chromebook	Provide 1 to 1 technology for integration	124	$330		
	2	Chromecast	Streaming media player	4	$34.50		
	3	Cart with 30 Power Cords	Storage, Security, Charging	4	$2,645	$54,228	
	4	Wireless Access Pt. w/ Lock kit	Provide wireless service to Chromebooks	4	$647.50		
	5						
6399	Technology software—Not capitalized					$3,503	
6399	Supplies and materials associated with advisory council or committee					$0	
	Subtotal supplies and materials requiring specific approval:					$	
	Remaining 6300—Supplies and materials that do not require specific approval:					$3,100	
	Grand total:					$60,831	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)			Grant Amount Budgeted	
County-District Number or Vendor ID: 101-910			Amendment number (for amendments only): n/a		
	Expense Item Description				
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:			$0	
	☐ ESC-owned vehicle usage	☐ Other:			
	☐ Insurance	☐ Other:			
6411	Out-of-state travel for employees (includes registration fees)			$0	
	Specify purpose:				
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			$0	
	Specify purpose:				
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			$0	
	Specify purpose:				
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			$0	
	Specify purpose:				
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			$0	
	Specify purpose:				
6429	Actual losses that could have been covered by permissible insurance			$0	
6490	Indemnification compensation for loss or damage			$0	
6490	Advisory council/committee travel or other expenses			$0	
6499	Membership dues in civic or community organizations (not allowable for university applicants)			$0	
	Specify name and purpose of organization:				
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)			$0	
	Specify purpose:				
	Subtotal other operating costs requiring specific approval:			$0	
	Remaining 6400—Other operating costs that do not require specific approval:			$0	
	Grand total:			**$0**	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 101-910			Amendment number (for amendments only): n/a		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$0	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 186

Category	Number	Percentage	Category	Percentage
African American	18	N/A	Attendance rate	95.5%
Hispanic	135	N/A	Annual dropout rate (Gr 9-12)	2.2%
White	26	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	7	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	129	0%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	1	0%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

There is a discrepancy in the number of students identified who are currently enrolled in the 7th and 8th grade as Encounters students, and the number of students estimated for the grant because Galena Park ISD identifies students who perform at or show potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. Currently there are 186 total 7th and 8th graders identified for Encounters. This summer, a selection committee will identify more 8th grade students for the 9th grade program. The number of 7th graders will increase for 8th grade, and then again by the time these students enter 9th grade. On average, the district serves about 120, 9th graders as gifted and talented. The 2014-15 9th grade class will have 120 students and so will the 2015-16 9th grade class.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	120	120	0	0	0	0	240
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	120	120	0	0	0	0	240

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The No Child Left Behind (NCLB) legislation improved the rigor of instruction for the average students because it challenged schools to help them pass the state assessments. However, advanced and gifted and talented (G/T) students who were already predicted to pass the upcoming assessments were usually ignored for those students who were of greater importance statistically for school district accountability. NCLB failed to address that value should be added to every child's learning through our school system (Weller, 2014). With the passing of House Bill 5 which requires school districts revaluate the fidelity of their G/T programs, this epidemic is being addressed and has the potential to be eradicated. In Galena Park ISD, we have taken the purpose and promise of this legislation very seriously and have committed to creating challenging benchmarks through which our schools and the instructional programs for special population students such as our G/T population, to be measured. For example, the fidelity benchmarks require 90% of the G/T teachers to teach a performance–based lesson at least twice a year. We hope to extend this requirement with the Technology Lending Program so that project-based learning is continual and documented through student portfolio assessment. Our instructional technology department will work in cooperation with the G/T department to reach the technology integration benchmarks for House Bill 5 as well and the integration benchmarks necessary to improve the G/T program are described in the next section. We will assess the evidential learning from the projects created before at least twice a year with the extended portfolio projects funded by the grant to assess the quality of the program improvement based on students' scores on the assessment rubric and student reflection of their own learning. Extended technical integration with portfolio assessment is the specific need for a revamped G/T program to meet the needs of our students. This necessity is also evident from Weller's editorial research-based comments (2014) about the needed preparation for the ever-growing global economy and Fleming's views of the negative effect of the digital divide and the lack of digital literacy with minority G/T students on every aspect of students' lives, especially the new online college admissions process (2012). Historically, our district has promoted the ideal that our G/T program should be demographically representative of our population, challenging, motivating, and include digital literacy, but NCLB standards have caused many barriers for our G/T program, since this legislation rewarded schools focusing on the average student being successful on state measures. Even with these obstacles, our G/T identification has met this standard and represents our minority and lower SES population percentages accurately, but we are now working to improve the other tenets of our G/T program. While creating our improved G/T program curriculum to include more challenging, motivating and digital assignments, we have recognized the need for a technology lending program incorporated into our high school G/T program, especially. Particularly, we have determined that an assimilation of a ninth grade Mobile Device Lending Plan into our established G/T program has the potential to meet the needs of our high minority and economically disadvantaged G/T students who have been the unintended, educational victims of the single-minded NCLB legislation.

Our determination of this need for our G/T students is based on research into what implementations can improve G/T programs for our student demographics. Grantham (2012) expressed the need for G/T programs to include the concept and development of student eminence, which requires teachers to acknowledge the future goals of the students and prepare them for these trajectories by nurturing their talents and encouraging lifelong learning strategies such as online learning, communicating, and creating. He suggested technology as an important factor in this process because technology can encourage students to have e-mentors and communication with other students and experts from which they can learn. This research stresses this to be most effective with technology programs for minority G/T students. In Periathiruvadi and Rinn's analysis of technology literature in gifted education they concluded that technology was the way to differentiate in G/T programs especially when students could use the technology in the home and not just during school hours (2012). Lending programs can also include parents and other stakeholders in this learning and autonomy gaining momentum needed for minority GT student eminence which will be the way to provide educational equity for these students. Chen, Dai, and Zhou (2013) describe the impact of technology on G/T programs by dividing the change created into three categories: enabling, enhancing, and transforming. We believe the funds from this lending grant can be the catalyst for these three systematically different kinds of changes in our district G/T program. For example, Chen, Dai, and Zhou describe an enabling change as one that expands the G/T program by capacity and efficiency. Their research suggests their three-pronged framework of leveraging technology integration into preexisting G/T programs could be the foundation needed for improved gifted education.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Differentiation of instruction by student choice.	The students will be able to use the mobile devices to research the epidemic of their choice and they will use their choice of apps to create a project that portrays this epidemic to others. The students will create projects that explain a call to action, and their plan to eradicate this epidemic.
2.	Enabling change: The students will be able to research outside of the classroom.	To this date, students create a research paper of their findings and create projects such as slide shows to share their information with classmates which is mostly researched in class time. The technology lending program funds would allow each student to have their own mobile device and internet at home so they could extend the learning outside the classroom by researching and creating project presentations at all times. The teachers could spend more time facilitating the learning in the classroom and devote less time into the researching process.
3.	Enhancing change: The students will be able to create unique projects with the different productivity apps.	The technology enhancement change of this program, as described by Chen, Dai, and Zhou (2013) is designed to enhance the quality of these projects. Instead of working in the classroom on desktops the students will experience real-time learning on a mobile device that has an array of production tools to improve the creativity of their project presentations and can be accessed at any time or place.
4.	Transforming change: The students will be able to express their research in different forms of creative media.	The transformative technology change category encompasses the capacity for the technology devices to facilitate creative self expression and talent development for the students. We have concluded that the technology lending program we propose will meet this needed change in our program with the addition of Google apps for students to demonstrate their learning through creative video and other forms of multimedia.
5.	Student Eminence: The students will become prepared for a digital world and this will improve student efficacy when planning and selecting their future college and leadership landscape. References: Chen, J., Yun Dai, D., & Zhou, Y. (2013). Enable, enhance, and transform: How technology use can improve gifted education. *Rooper Review*, 35(3), 166-176. doi:10.1080/02783193.2013.794892; Fleming, N. (2012). Digital divide strikes college-admissions process. *Education Week*, 32(13), 14-15; Grantham, T. C. (2012). Eminence-focused gifted education: Concerns about forward movement void of an equity vision. *Gifted Child Quarterly*, 56(4), 215-220 doi:10.1177/0016986212456074; Periathiruvadi, S., & Rinn, A. N. (2012). Technology in gifted education: A review of best practices and empirical research. *Journal Of Research On Technology In Education* (International Society For Technology In Education), 45(2), 153-169; Weßer, C. (2014). America hates its gifted kids. *Newsweek Global*, 162(3), 96-99.	Students gain eminence by discovering problems in the world and gaining the digital knowledge to research and create action plans. The project management aspects of the portfolio creation will teach the students to be more independent and prepare them to be leaders in the future digitizing world. Other specific tasks included in this project such as identifying valid sources and studying the relevancy of statistics will benefit student eminence and college readiness as well.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Senior Director of Technology	Darlene Lovinggood has a bachelor's degree in Elementary Education and a Master of Science degree in Technology. She has worked in GPISD for 24 years. Darlene will maintain the budget and coordinate between technical and instructional services.
2.	Program Director for Instructional Technology	Michelle Young has worked in GPISD for 19 years. She has a bachelor's degree in Elementary Education and a Master of Science degree in Administration. Michelle will work with classroom teachers, Campus Technology Instructional Specialists and the Advanced Academics department (campus- and district-level) to ensure teachers receive classroom and curriculum support. She will oversee the project.
3.	Program Dir. for Initiatives & Grants	Sandy Mathews has worked for GPISD for 20 years. She holds a bachelor's degree in Literature and a Master of Science degree in Educational Management. Sandy will oversee the grant budget and ensure compliance.
4.	Coordinator of Technical Services	Kathy Brownlee has worked in GPISD for 19 years. She will coordinate the technical support for the Technology Lending Program.
5.	Coordinator of Advanced Academics	Pam Johnson has a bachelor's degree in Liberal Arts and a Master of Education degree in Curriculum and Instruction with an emphasis in Gifted Education. She has worked in GPISD for 27 years. Pam will work with classroom teachers, Curriculum Planning and the Instructional Technology Department (campus- and district-level) to ensure teachers receive classroom and curriculum support.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Planning & Implementation	1.	Purchase of supplies	10/01/2014	09/15/2015
		2.	Scope & Sequence planning sessions	09/05/2014	11/01/2015
		3.	Create / Communicate Pilot Standards to teachers and Parent Meeting - (expectations, lending agreement, and standards)	09/05/2014	10/01/2015
		4.	Interface with business office for grant accountability	09/05/2014	08/31/2016
2.	Prof. Dev. for teachers and admin	1.	Monthly Focus Group Meetings / training & sharing sessions	10/01/2014	06/10/2016
		2.	Google / Moodle training	09/04/2014	10/16/2015
		3.	Share digital content via Google	10/12/2014	06/10/2016
		4.	Google Summit	04/01/2014	06/10/2016
3.	Curriculum and Integration	1.	Provide technology and curriculum support to teachers to help them select appropriate digital tools for planned activities / projects	10/01/2014	06/10/2016
		2.	Teachers present lessons / student projects during Focus Group meetings	10/01/2014	06/10/2016
		3.	Teachers will record digital content or lessons used via Eduphoria Forethought	10/01/2014	06/10/2016
4.	Student Learning	1.	Flipped Classroom	10/01/2014	06/10/2016
		2.	Formative assessments for continuous monitoring & improvement - analyze data each grading period	11/01/2014	06/10/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GPISD currently uses focus group meetings and/or sharing sessions via meeting/Moodle to monitor goal and objective attainment for new technology implementations. These meetings/sessions focus on reviewing the implementation and integration plan, data results, sharing lessons/resources, and identifying any potential or existing problems and issues. Issues and modifications are addressed with solutions and adjustments during each successive meeting (face-to-face / Moodle). Feedback from each meeting guides the agenda for the next meeting. These embedded feedback loops ensure that the needs, goals and objectives of an implementation are met. Involved parties also share data, ideas and concerns via online forums and chats in Moodle, online forms/docs in Google, and email. Additional monitoring is done by district personnel who make regular campus and/or classroom visits throughout the year to conduct informal observations and/or model/co-teach. Feedback from these visits is provided to individuals via email or one-on-one assistance if needed.

Galena Park ISD also uses an Individualized Technology Goal (ITG) plan for each core curriculum educator to obtain technology staff development goals and objectives. This plan allows an educator to choose their own learning path for technology growth each school year. The technology learning paths available to educators are adjusted from year to year as new hardware, software and online resources come available to GPISD educators. Monitoring and implementation of the ITG plans on a campus is done by the campus Technology Instructional Specialist (TIS). The campus TIS coach, model, co-teach and conduct group trainings to ensure each educator on campus has the opportunity to obtain their ITG. The TIS is also tasked with maintaining a shared Google spreadsheet that records the ITG progress of each educator on campus. This entrenched, campus technology integration support provided by the campus TIS is an essential part of technology goal attainment and monitoring on each campus.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Galena Park ISD District Technology Plan includes the increase of student mobile devices. Due to past and current economic conditions, the district has increased student mobile devices by only a small margin. Current programs that are similar include an elementary science iPad program, a second grade reading initiative using iPads; middle school math iPod Touch program, and a middle school pilot, currently in the planning stages, that includes a cart of iPads for each middle school. For our high schools, we have a Bring Your Own Device (BYOD) program and the GPISD Bilingual Department has an iPod Lending Program for the New Arrival Center at both of the proposed campuses. Apple Configurator is currently being used to manage the iPads/iPods at the elementary level and will also be used in the upcoming middle school iPad cart implementation. In addition, Meraki mobile device management will be added next year to assist in the management of mobile devices in G.P.I.S.D. The Technology Department has recently updated our school district's wireless infrastructure to accommodate the additional devices added by G.P.I.S.D. and the BYOD initiatives at the secondary schools. The district has updated the Wireless Services Module (WiSM) and the wireless controller, as well as purchased additional wireless access points. Utilizing district local funds to update the infrastructure will allow us to use grant funding to put technology directly into the hands of students.

The existing IOS programs/initiatives have given GPISD a strong staff development and curriculum foundation for integrating mobile devices and digital content into the curriculum to increase student academic success. The technology department has also developed training materials in Moodle for use in previous mobile device implementations that can be utilized with future similar efforts. Due to funding constraints, our current efforts do not allow students to checkout equipment for after-hours use. If awarded the TLPG, the school district will be able to provide a mobile device to all 9th grade Encounters students for classroom use and a lending program to extend the learning day beyond the classroom walls.

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	Schedule #15—Project Evaluation		

County-district number or vendor ID: 101-910 | Amendment # (for amendments only): n/a

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Student evaluations	1.	Final Portfolio Rubric Graded
		2.	Presentation at District G/T Fair Evaluation
		3.	Student Reflection of experience
2.	Parent Evaluation	1.	Antidotal Parent response to presentations at G/T Fair
		2.	Parent Reflection of experience
		3.	Parent Survey
3.	Teacher Evaluation	1.	Three focus groups of teachers throughout year
		2.	Teacher Reflection of experience
		3.	Teacher comments and lesson plans from online discussion boards
4.	Technology Department	1.	Campus TIS Online Focus Group Comments
		2.	District TIS reflection of program
		3.	Ninth grade GT met HB 5 Digital Learning GPISD requirements
5.	Advanced Academics (G/T) Department	1.	Ninth grade GT met HB 5 G/T GPISD value added requirements
		2.	District Coordinator Reflections of program
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For student evaluations of the program, each student will submit their final portfolio for grading according to a predetermined rubric that will be double graded by two G/T teachers. These assessments will be commented on by the students as well to determine their view of the accuracy of evaluation and the rigor of the course. Then each student will present their portfolio at the G/T Project Fair and write a reflection of their experiences and answer questions about their involvement in this program and how this affected their academic career and affective development. These methods of assessment were chosen because of research such as Chang and Wu's study (2012) that examined validity of portfolio assessment in high school G/T programs and determined that this assessment was the most reliable when a predetermined rubric was established and two teachers graded the project. Also, the students' standardized scores and grades on rubric assessments will measure how this program is assisting with reaching the GPISD G/T and technology department House Bill 5 requirements. The parents will evaluate the program by completing a parent survey and write reflections of their experience with the home portion of the program. They will be questioned about what results they have witnessed in learning rigor with their child. Since the Chromebooks will be used at home under parent supervision we determined that the parent evaluations of our program are an important component that will give us important insight into the fidelity of the grant implementation that otherwise would be incomplete.

The teachers will evaluate the program throughout the year by participating in three focus groups (beginning, middle, and end of year) that will drive the next staff development topics and the coaching actions of the technology integration staff at the campus and district levels. These practiced embedded feedback loops are an important part of the structure of technology integration support offered by GPISD staff for our teachers that is differentiated for their needs and is timely to their personal barriers and concerns while implementing technology in their classrooms. The teachers will also reflect on their practice and lessons by posting on an online discussion board and responding to other teacher's posts. In this way, GPISD builds a sense of community and support among teachers on different campuses implementing the same technology. The G/T and Technology integration support staff will also complete end of the year reflections so that all stakeholders in the grant will be able to submit their evaluations of the grant progress.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galena Park ISD's Gifted and Talented program for ninth grade is called "Encounters." It is a research-based interdisciplinary course for the top 3-5% of students, based on standardized scores, to challenge them at a more advanced intellectual level. The research is used as a springboard for the various activities throughout the year, leading up to the final project, which is a website portfolio. This class assists our students with improving their writing skills and prepares them postsecondary success, which is one of our district goals. A specific goal of the Advanced Studies Department is that all Advanced Placement and Pre-Advanced Placement classes incorporate the concept of a flipped classroom. The Technology Lending Grant Program paves the way for these students to participate in this initiative.

The Galena Park ISD District Technology Plan includes the increase in number of student mobile devices. Due to current economic conditions, the district has increased the number student mobile devices by only a small margin. Past projects include an elementary science iPad program, second grade technology initiative focused on reading, middle school math iPod Touch program, and for our high schools, a Bring Your Own Device (BYOD) program and our iPod lending program for New Arrival Students. The district has updated the Wireless Services Module (WiSM) and the wireless controller, as well as purchased additional wireless access points. Utilizing district local funds to update the infrastructure will allow us to use grant funding to put technology directly into the hands of students.

The Technology Lending Program will provide each ninth grade student in the Encounters program with a mobile device. The mobile device will be checked out to each student for use at school and at home, thus enabling learning opportunities and student productivity that extends beyond the walls of the classroom, such as continuous research and flipped classroom initiatives. This will allow students access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week. This year the Encounters theme is "Epidemics." Each student in the program is expected to complete activities such as documentaries, interviews, presentations, public service announcements, a research paper and more to be included in their final project, which is a website portfolio. Every student in this program will be loaned a Chromebook and a personal hotspot, if needed, for the purpose of accessing the electronic instructional materials required for success in this course.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, a majority of our mobile device initiatives are multiuser model, and therefore, the devices are not available for lending, as they need to be available for daily use by the many students who need to use them. We do, however, have a current iPod lending program in our Bilingual Department. Although this program serves a different group of students than those in this proposal, we intend to use the framework and lessons learned from our iPod lending program as a model for the implementation of lending Chromebooks to our 9th grade Encounters students.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

     The mission of GPISD is to produce productive citizens and lifelong learners. One of our district goals is to improve student success for all subgroups relative to the tested and foundation areas of curriculum. The state accountability system includes four Indexes; Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness. In addition, the Texas Legislative House Bill 5 states that advanced courses must prepare students to enter the workforce successfully or postsecondary education without remediation.

     A specific goal of the Advanced Studies Department is that all Advanced Placement and Pre-Advanced Placement classes, such as Encounters, incorporate the components of a flipped classroom, in which the students independently prepare for each class period discussion and activities by completing prerequisite online coursework. Therefore, the availability and use of internet at home for this component of the program is critical for student success. This year, the Encounters theme for student research is "Epidemics." Currently, each student in the program is expected to complete activities such as documentaries, interviews, presentations, public service announcements, and a research paper that they present at the district's annual Gifted and Talented Project Fair, Challenge of the Mind.

     According to current best practices in the field of Gifted and Talented education, G/T programs can be improved with technology integration by allowing more challenging activities and access to internet research, by enhancing the students' creativity and unique projects, by allowing the students to transform the required portfolio to an online product, and by increasing student eminence by preparing them for life and work in a digital world. These enhancements to our current program will facilitate meeting Texas HB5 as related to meeting the needs of our gifted and talented students and supporting technology integration into their instruction.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-910	Amendment # (for amendments only): n/a

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Grant will be implemented at both of our district's high schools, Galena Park High School and North Shore Senior High School, with our ninth grade Encounters students, and therefore will not place a priority on students at one particular campus in our district. This population of students has been selected for grant participation in this project because we recognize the need for constant internet access for the abundant amount of research and time spent on the projects in this curriculum and the requirement of these teachers to use flipped classroom methodology in their delivery of content. We will facilitate access to the lending equipment by leveraging our current technology staff already in place at both of these campuses. We have conducted a preliminary survey to determine the number of students who will need for the district to provide internet access for them to fully utilize the technology provided by the lending program.

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TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Technology Lending Program aligns with the current curriculum/instruction in the Encounters class by allowing the teachers and students to accomplish the goals of the program. Encounters classes should allow creativity, advanced academics, and higher order thinking skills. All of these goals could be enhanced by the lending program. Students currently interact with their teachers and with one another via teacher-initiated discussion boards. The students have been asked and encouraged to join and participate in threads of discussions relating to their classroom investigations. They have also been encouraged to visit professional discussion boards in areas of interest, and comment on the threads of these discussions.

Teachers were required to provide flipped class instruction to their students. This allows the teacher to be available for the more critical implementation of skills and concepts taught in any academic discipline. Students have also been encouraged to visit websites that demonstrate experiments which are cost-prohibitive in a high school biology classroom. Students should visit ITunes U to see English and biology lessons explained, explored, and extended. The technology lending program will make this instructional option available for a larger number of our students.

Our Encounters Program encourages students to use technology for almost all of the steps on their year-long research process. The research process culminates in a multi-faceted final project. Currently, students use programs such as Prezi, Moviemaker, PowerPoint and other digital tools to make high quality, professional presentations. This requirement forces some students to wait until a shared device is available to use. A one-to-one model will eliminate this competing need for technology.

Teachers encourage students to eliminate as much paper as possible by turning in work through our learning management system, Moodle or other delivery systems. This allows flexibility for our students, many of whom are currently involved in a large number of extra-curricular activities. This flexibility would be more viable with the support of the Technology Lending Program. Students are also learning to use google drive as an easily accessible way to store their current portfolios of work.

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TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This year all Pre-Advanced Placement and Advanced Placement foundation curriculum teachers in our district were required to implement a flipped classroom with their students using one or more units. Next year, teachers will be required to build on this model and take it to the next level with students. Having the Chromebooks for every ninth grade G/T student would help with this initiative and level the playing field for all students involved. Currently, our teachers use a Learning Management System called Moodle to house their electronic materials such as online quizzes, rubrics, resources, documents, online textbooks, discussion forums, and more. The Encounters program utilizes electronic instructional materials by using current media websites for the students to research their particular topics. The online materials allow for differentiation and student choice of topic that otherwise would not be possible. The projects will be created on the Chromebooks using Google apps such as Wevideo, a video editor, be stored on the students' Google Drive accounts, and be presented as Google Sites websites.

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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teacher staff development portion of the Technology Lending Program plan will be the responsibility of the district instructional technology staff and consist of previous summer Google training, a beginning Chromebook training, and a Moodle training (online community). Additional staff development events will include sharing of digital content with other teachers on discussion boards and monthly participant meetings. The district will also send the teachers to the Annual Texas Google Summit at the end of the initial year of implementation.

The teachers will evaluate the program throughout the year by participating in three focus groups (beginning, middle, and end of year) that will drive the subsequent staff development topics and the coaching actions of the technology integration staff at the campus and district levels. Moodle will be utilized during these meetings as a staff development tool for teachers to share lessons and upload curriculum and training materials.

Galena Park ISD also uses an Individualized Technology Goal (ITG) plan for each core curriculum educator to obtain technology staff development goals and objectives. This plan allows an educator to choose their own learning path for technology growth each school year. The technology learning paths available to educators are adjusted from year to year as new hardware, software and online resources become available to GPISD educators. If awarded this grant ITG learning paths will be adjusted for the new technology and resources added by the grant.

These staff development opportunities will be offered within the first three months of implementation with follow-up conferences and/or meetings throughout the grant period.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will utilize the district's wireless access when using the mobile devices on campus. GPISD has recently upgraded the wireless infrastructure to ensure reliable connectivity for additional devices. The district has updated the Wireless Services Module (WiSM) and the wireless controller. The district has also recently installed additional wireless access points on all campuses. To ensure reliable connectivity to the Internet for twenty to thirty mobile devices in a single classroom, a WiFi access point will be integrated into the mobile device cart provided for each teacher participating in the grant.

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the development stage of this technology lending program, we conducted a preliminary survey to determine home WiFi availability for those students that will participate in the TLPG. Currently approximately 90% of the projected group of participating students has WiFi internet access at home. Those students without home WiFi access to the internet will utilize a district-provided WiFi hotspot device with a filtering service to access the Internet for school related home use. The hotspot devices and related internet service will be purchased with Technology Lending Program grant funds.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's technical team will provide Chromebook setup, management and maintenance. The District Technology Instructional Specialists, Network Manager and campus level technicians and campus Technology Instructional Specialists will utilize web-based mobile device management utility for Chromebooks at the district level to manage the mobile devices. Campuses will utilize the current district standard when purchasing additional applications. The standard includes filling out a helpdesk request utilizing Eduphoria. The Helpdesk ticket includes all budget information.

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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program would provide each ninth grade student in the Encounters program with a mobile device. The mobile device will be checked out to each student for use at school and at home, thus enabling learning opportunities and student productivity that extends beyond the walls of the classroom such as continuous research and flipped classroom initiatives. This will allow students access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week. Because it is a one-to-one program, there will be no competing need in the proposed Encounters classes.

The process for students to checkout a mobile device includes both parent and student signatures on the District Acceptable Use Policy and the Technology Lending Agreement. Parents will be required to attend an orientation meeting that will present program goals, Internet Safety, curriculum integration, mobile device usage, and care and expectations. In addition to signing the GPISD AUP and the Technology Lending Agreement, students will participate in a lesson on equipment responsibility and in the district's Internet Safety and Digital Citizenship curriculum activities. When the devices are distributed, the district staff already has procedures in place which include inventory control tags, continuously updated online inventory database, and a web-based mobile device management system for Chromebooks. We will provide the students without home internet access with a wireless hotspot device that provides district network filtered wireless access at all times. The campus Technology Instructional Specialist will be responsible for the logistics of the grant which includes managing device checkout and inventory. Teachers will maintain classroom inventory that includes all technology checked out to students, completion of signature pages, parent orientation attendance dates, and student check-in /checkout dates. Teacher records, student lessons, and parent orientation meetings will be monitored by the Technology Department, Advanced Studies Department and campus administration.

Local funds will be utilized to provide filtered campus wireless service, staff development, and technology and GT personnel. Local and Title funds will be utilized to provide staff development offered by district personnel, Google Summit, and Texas Computer Education Association (TCEA) staff development. The Advanced Studies Department and Instructional Technology Department will work in collaboration to update the existing Encounters curriculum, coordinate Focus Group Meetings, provide guidelines for parent orientation meetings, and provide support to teachers. The Technical Department will provide network management, mobile device setup, technical services and maintenance.

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    The process for students to checkout Chromebooks includes both parent and student signatures on the District Acceptable Use Policy and the Technology Lending Agreement. Students will participate in a lesson on equipment responsibility, complete the district Internet Safety and Digital Citizenship activities and will be required to pass the digital citizenship quiz. Parents will be required to attend an orientation meeting that will discuss program goals, Internet Safety and Digital Citizenship, advance placement curriculum, Chromebook usage, care and expectations. Teachers will maintain a Chromebook inventory that includes completion of signature pages, parent orientation attendance dates, student digital citizenship activity and quiz completion records, and student check out / check-in dates. Teacher records, student lessons, and parent orientation meetings will be monitored by the Technology Department, Advance Studies Department and campus administrators. Insurance will not be provided for this program but after grant funds have been depleted, district funds will be used to replace and repair Chromebook damage not covered under warranty.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    The Technology Lending Agreement was written by a committee that consisted of members of the Technology Department, Grants Department and principals. The agreement addresses responsible use, care of the equipment and consequences for violations of misuse. It includes provisions of the GPISD Student Acceptable Use Policy (AUP). The process for students to checkout a mobile device includes both parent and student signatures on the District Acceptable Use Policy and the Technology Lending Agreement. Parents will be required to attend an orientation meeting that will present program goals, Internet Safety, curriculum integration, mobile device usage, and care and expectations.

    In addition to signing the GPISD AUP and the Technology Lending Agreement, students will participate in a lesson on equipment responsibility and in the district's Internet Safety and Digital Citizenship activities. Each of these units consists of a video, a short lesson, and a student activity. Upon completion, the students will pass the comprehensive quiz with a score of 90% or above to be eligible for checking out their Chromebook. Each grade level has 3-4 lessons to complete each year. The Technology Department will maintain a master inventory list of all technology. The campus Technology Instructional Specialist and technician will maintain a campus inventory of all technology. Teachers will maintain classroom inventory that includes all technology checked out to students, completion of signature pages, parent orientation attendance dates, and student check-in /checkout dates. Teacher records, student lessons, and parent orientation meetings will be monitored by the Technology Department, Advanced Studies Department and campus administration.

    The equipment will be collected by the technician or campus Technology Instructional Specialist for maintenance and technical checks twice a year. This procedure will take place at a designated time specified by the teacher in order to not interrupt instruction. Additionally, teachers are expected to check equipment often.

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